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ABSTRACT

This is the third of three volumes reporting a project to develop an instrument to evaluate instructional materials used in bilingual education, community language education, and bicultural education programs in Australian schools. The project had three purposes: (1) to examine the research literature on the development of models and instruments to evaluate immigrant education resource materials; (2) to develop an instrument based on appropriate criteria and standards; and (3) to utilize the developed evaluation instrument for the analysis of Dutch bilingual and bicultural educational materials available to Australian schools. This volume contains the four evaluation instruments developed during this project: (1) Criteria for the Evaluation of Resource Materials-Evaluator's Form; (2) Criteria for the Evaluation of Resource Materials, Background Characteristics in General Contexts-Evaluator's Form; (3) Criteria for the Evaluation of Resource Materials, Decision-Making in a Specific Context-User's Form; and (4) Criteria for the Evaluation of Resource Materials-Evaluator's Form for Annotations. The criteria and standards for these instruments were developed primarily from the following instruments: the Sussex Scheme (Eraut, 1975); EPIE form A (Educational Products Information Exchange Institute); the Ethnic Studies Materials Analysis System and the Curriculum Materials Analysis System (Social Science Education Consortium). (BS)

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A GUIDE FOR SELECTING BILINGUAL BICULTURAL RESOURCE MATERIALS: THE ANALYTIC INSTRUMENT

MICHAEL WATT

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TABLE OF CONTENTS

1. Analyses: Criteria for the Evaluation of Resource Materials - Evaluator's Form

2. Analyses: Criteria for the Evaluation of Resource Materials. Background Characteristics in General Contexts - Evaluator's Form

3. Analyses. Criteria for the Evaluation of Resource Materials. Decision-making in a Specific Context - User's Form

4. Annotations: Criteria for the Evaluation of Resource Materials - Evaluator's Form

PREFACE

The criteria and standards of this analytic instrument were developed through referral to existing analytic instruments for the evaluation of instructional materials. The purpose of this Preface is to acknowledge the sources of those criteria and standards included within this instrument. Firstly, the Evaluator's Form to that part of the instrument titled Criteria for the Evaluation of Resource Materials, will be considered.

Generally, the organization of the constructs, Rationale, research and development, Goals, Contents, Methods and Evaluation are based upon the analytic instrument, *EPIEform A* developed by Educational Products Information Exchange Institute. Additionally the introductory, concluding and summary sections, Identification of resource material, Contingencies and congruences, and Assessment and recommendations, are derived from this source. The incorporation of a subsequent section, Background characteristics, was developed through juxtaposition of factors in the instructional setting identified in relation to use of *EPIEform A* in the selection of resource materials, and the relevant section of the *Curriculum Materials Analysis System* developed by the Social Science Education Consortium.

Within the section, Identification of resource material, the following criteria have been developed from corresponding descriptors, indicated in parentheses, of *EPIEform A*: 1.1 (IA), 1.2 (IB), 1.3 and 1.4 (IC), 1.5 (ID), 1.6 (IE), 1.7 (IF), 1.8 (IG), 1.9 (IH), 1.10 (II), 1.13 (IJ), 1.14.2 (VIID), 1.15 (VIIB), 1.16 and 1.17 (VIIC) and 1.18 (VIIA). The format for specification within 1.5 has been adopted from the format applied by the Dissemination and Assessment Center for Bilingual Education within their *Cartel* series of publications. The following criteria of this instrument were developed from descriptors in the *Ethnic Studies Materials Analysis System*, an analytic instrument of the Social Science Education Consortium developed from the *Curriculum Materials Analysis System*: 1.11 (1.3) and 1.12 (1.4). The criterion, 1.14.1, has incorporated within the instrument the Coefficient of Evaluation developed by Pratt (1971, 1972). The descriptors within the criterion 1.19 have been developed from descriptors within part 7.0 of the *Curriculum Materials Analysis System.*

Within the construct, Rationale, research and development, the following criteria have been developed from the corresponding descriptors within *EPIEform A*: 2.1 (IIA) and 2.2 (IK).

Criteria within the construct, Goals, have been developed from two sources: *EPIEform A* and the *Curriculum Materials Analysis System*. The criteria developed from *EPIEform A* are 3.1 (IIB) and 3.2 (IIC). However aspects of the cognitive objectives from *Curriculum Materials Analysis System* have been embodied within the criteria of the Goals: 3.1.2 (2.41) and 3.2.2 (2.43).

The categories of the construct, Contents, are derived from a variety of sources. The following criteria within the category, Characteristics, derive largely from Robinson (1978: 62): 4.1.1, 4.1.2, 4.1.3 and 4.1.4. The criteria, 4.1.5.1 and 4.1.5.2, have been developed from Mackay (1977: 259). Additionally, the following criteria have been developed from criteria devised by the National Bilingual Materials Task Force in relation to instructional materials analysed for inclusion in Educational Products Information Exchange Institute (1976): 4.1.5.3 from the criterion Linguistic Content and 4.1.6 from the criterion Language Level. The criteria of the subcategory, Contents, of the Scope have been developed from criteria, indicated within parentheses, of the *Sussex Scheme* developed by Eraut *et al.* (1975): 4.1.1.1 (2.1) and 4.1.1.2 (2.2). The criteria of the subcategory, Coverage, of the Scope, and the Sequence, have been developed from *EPIEform A*: 4.2.2 (IIIA), 4.3.1 (IIIB1) and 4.3.2 (IIIB2). Standards expressed within the criterion 4.2.2.1 have been developed from Robinson.

The criteria within the construct, Methods, derive from *EPIEform A*: 5.1 (IVA), 5.2 (IVB), 5.3 (IVC), 5.4 (IVD) and 5.6 (IVF). However, the standard expressed in the criterion 5.3.1 has been derived from 4.31 of the *Curriculum Materials Analysis System*.

The category, Responses, of the construct Outcomes, has been developed from Robinson. The instrument's capacity to analyse Outcomes within bicultural materials has resulted from modifications of criteria within the *Curriculum Materials Analysis System*: skills stated in 6.2.1.2.1 derive from 3.1; the disciplines presented in 6.2.1.2.2 have been developed through combining the semantic emphases detailed by Robinson with the disciplines included in the *Curriculum Materials Analysis System*. The value positions presented in 6.2.2 of the instrument derive from the affective objectives (2.52) and content (3.221) of the *Curriculum Materials Analysis System*. The categories of affective outcomes included in 6.2.2.2 have been partly developed from Robinson (1978: 61).

The following categories of the construct, Evaluation, have been developed from *EPIEform A*: 7.2 (VA), and 7.3 and 7.4 (VB).

The essential features of the concluding section, Contingencies and congruences, and the summary section, Assessment and recommendations, have been developed from *EPIEform A*: 8 (VIA) and 9.1 (VIIIA).

Although the major subcategories of the section, Background Characteristics, have been derived from *EPIEform A*, criteria have been developed from Figure 3, Factors in the Instructional Setting, published within Educational Products Information Exchange Institute (1976: xvii): 10.1.1.1 (IA1), 10.1.1.2 (IA3), 10.1.1.3 (IA2), 10.2.1.1.1 (IB3), 10.2.1.2 (IB4), 10.2.1.3 (IB5), 10.2.2.1 (IC1), 10.2.2.2 (IC2), 10.2.2.3 (IC3), 10.2.2.4 (IC4), 10.3.1.1 (IIC1), 10.3.1.2 (IIC2), 10.3.1.3 (IIC3) and 10.3.2.1 and 10.3.2.2 (IIA1). Additionally, the standards of two criteria originate directly within *EPIEform A*: 10.3.1.3.1 and 10.3.1.3.2 (VIIC). Also several criteria or standards have been developed from the *Curriculum Materials Analysis System*: 10.1.1.2.1 (5.43), 10.1.1.2.2 (5.44), 10.1.1.3.1 (5.46), 10.2.1.1.1.1 (5.141), 10.2.1.3.2 (5.5), 10.2.2.2 (5.321), 10.2.2.3 (5.33), 10.2.2.4 (5.322), 10.3.1.4 (5.2) and 10.3.2.3.2 (5.13).

Acknowledgemants of sources for the third part of the analytic instrument, the user's form for decision-making in a specific context in relation to resource materials, are detailed below. The four major sections of this part of the instrument have been derived from Part 5 of the *Sussex Scheme*.

Within the section, Contextual Constraints, the criteria have been largely developed from Figure 3, Factors in the Instructional Setting, published within Educational Products Information Exchange Institute: 1.1.1.1 (IA1), 1.1.1.2 (IA3), 1.1.1.3 (IA2), 1.1.1.4 (IA4), 1.1.2 (IB1), 1.2.1.1 (IB3), 1.2.1.2 (IB4), 1.2.1.3 (IB5), 1.2.1.4 (IB6), 1.2.1.5 (IB7), 1.2.1.6 (IB8), 1.2.2.1 (IC1), 1.2.2.2 (IC2), 1.2.2.3 (IC3), 1.2.2.4 (IC4), 1.2.2.5 (IC5), 1.2.2.6 (IC6), 1.2.3.1 (ID1), 1.2.3.2 (ID2), 1.2.3.3 (ID3), 1.3.2.1 (IIC1), 1.3.2.2 (IIC2), 1.3.3.1 and 1.3.3.2 (IIA1). Also the following have been derived from *Curriculum Materials Analysis System*: 1.3.2.4 (5.2) and 1.3.3.3.2 (5.13).

The standards defined within the second section, Decision Issues, derive from the alternative courses described within the Decision Arena in Educational Products Information Exchange Institute (1976: xx, xxii).

Within the third section, Implementation Strategies, the standards within 3.2.2.5 have been derived from 4.3 of the *Curriculum Materials Analysis System*.

In acknowledging the sources of these criteria and standards adopted within the analytic instrument, the author wishes to indicate that criteria and standards applying to *EPIEform A* and to Educational Products Information Exchange Institute are printed with the permission of Educational Products Information Exchange Institute, P. O. Box 839, Water Mill, New York, 11976, United States of America; that criteria and standards applying to the *Curriculum Materials Analysis System: Long Form*, revised edition, and the *Ethnic Studies Materials Analysis Instrument* are printed with the permission of the Social Science Education Consortium, 855 Broadway, Boulder, Colorado, 80302, United States of America; and that criteria and standards applying to the *Sussex Scheme* are printed with the permission of Dr. Michael Eraut, School of Education, University of Sussex, Falmer, Brighton, Sussex, BN1 9RG, United Kingdom.

CRITERIA FOR THE EVALUATION OF RESOURCE MATERIALS

DESCRIPTORS

Evaluator's Form

1. Identification of Resource Material	
1.1 Title	1.1
1.2 Author or authors, developer or developers	1.2
1.3 Publisher, Distributor	1.3
1.4 Address of Publisher, Distributor	1.4
1.5 Year of copyright	1.5
1.6 Material medium or media	1.6
_____ print	☐ set of
_____ transparencies	☐ set of
_____ pictures (magnet board, flannelgraph board, plastigraph)	☐ set of
_____ posters (wall display)	☐ set of
_____ games	☐ set of
_____ puzzles	☐ set of
_____ sentence makers	☐ set of
_____ flashcards	☐ set of
_____ slides (epidiascope)	☐ set of
_____ filmstrips (epidiascope)	☐ set of
_____ slides (projector)	☐ set of
_____ filmstrips (projector)	☐ set of
_____ films	☐ set of
_____ audiocassettes	☐ set of
_____ records	☐ set of
_____ videocassettes	☐ set of
_____ other	☐ (specify)

1.7 Components

composite list of subtitles of component parts

1.7 (specify)

1.8 Subject area or areas

_____ commercial studies

_____ computer science

_____ early childhood

_____ general ability

_____ home economics

_____ language arts

_____ mathematics

_____ music

_____ natural sciences

_____ physical education

_____ religious education

_____ second languages

_____ social sciences

_____ special education

_____ technology

_____ other

1.8 (specify)

1.9 Curriculum role
_____ basic
____ supplementary

1.9 ☐
☐

1.10 Grade levels or age groups

1.10

1.10.1 as indicated by author or publisher

1.10.1

1.10.2 as indicated by the analyst

1.10.2

1.11 Academic status specified
_____ gifted
_____ average
_____ slow learner
_____ all students
_____ not specified

1.11 ☐
☐
☐
☐
☐
☐
☐

1.12 Educational time block specified
_____ single lesson
_____ unit or mini-course
_____ semester or term
_____ year-long course
_____ other
_____ not specified

1.12 ☐
☐
☐
☐
☐
☐
☐ (specify)

1.13 Population characteristics specified

1.13 (specify)

1.14 Community acceptance

1.14.1 biases towards groups specified
_____ sex roles
_____ racial background
_____ cultural background
_____ regional background
_____ national background

1.14 Name of group 1 | Name of group 2 | Coefficient of Evaluation[1]

Group 1	Group 2

1.14.2 nature of biases stated or implied

1.14.2 (specify)

1.15 Source

1.15

_____ Material in the second language developed abroad without adaption for use in Australia. ☐

_____ Material translated from English into the second language without adaption. ☐

_____ Material translated and rewritten in the second language so as to be more suitable for the target population. ☐

_____ Material in the second language written especially for ethnic Australian needs. ☐

_____ Material in the second language written for Australian needs. ☐

_____ Material in the English language developed abroad, and depicting aspects of other cultures or containing the content of various other school subjects. ☐

_____ Material in the English language developed in Australia, and depicting aspects of other cultures or containing the content of various other school subjects. ☐

_____ other ☐ (specify)

1.16 Teacher training	1.16
1.16.1 extent of specified in-service training necessary to master content of the material	1.16.1
_____ very extensive training necessary	☐
_____ quite extensive training necessary	☐
_____ slight training necessary	☐
_____ little training necessary	☐
_____ no training necessary	☐
_____ not specified	☐
1.16.2 extent of specified in-service training necessary to master suggested teaching methods in the material	1.16.2
_____ very extensive training necessary	☐
_____ quite extensive training necessary	☐
_____ slight training necessary	☐
_____ little training necessary	☐
_____ no training necessary	☐
_____ not specified	☐
1.16.3 nature of specified in-service teaching training	1.16.3 (specify)

1.17 Preparation	1.17
1.17.1 extent of specified out-of-classroom preparation necessary	1.17.1
_____ very extensive preparation necessary	☐
_____ quite extensive preparation necessary	☐
_____ slight preparation necessary	☐
_____ little preparation necessary	☐
_____ no preparation necessary	☐
_____ not specified	☐
1.17.2 nature of specified out-of-classroom preparation necessary	1.17.2 (specify)
1.18 Physical description	1.18
1.18.1 characheristics of physical description	1.18.1 (specify)
1.18.2 aesthetic quality of presentation	1.18.2
_____ excellent quality	☐
_____ good quality	☐
_____ fair quality	☐
_____ poor quality	☐
_____ very poor quality	☐

1.18.3 technical quality of presentation

1.18.3

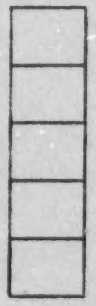
_____ excellent quality

_____ good quality

_____ fair quality

_____ poor quality

_____ very poor quality



1.19 Material development

1.19

1.19.1 institution or agency: type responsible for development of the materials

1.19.1

_____ federal

_____ state

_____ school

_____ university

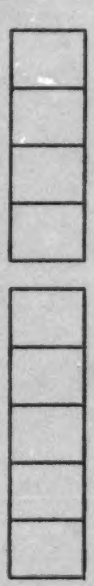
_____ college of advanced education

_____ private non-profit

_____ commercial

_____ not specified

_____ other



(specify)

1.19.2 affiliation
nature of author's or authors', developer's or developers' teaching experience, educational and professional affiliations

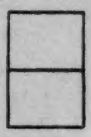
1.19.2 (specify)

1.19.3 origin
nature of circumstances responsible for material development

1.19.3 (specify)

1.19.4 funding characteristics: nature of sources, length, amount	1.19.4 (specify)
1.19.5 dissemination: nature of extent undertaken by author or authors, developer or developers, and publisher to teachers, schools, state departments, tertiary institutions and the public	1.19.5 (specify)

2. Rationale, Research and Development	
2.1 Rationale	2.1
2.1.1 nature of author's explanation	2.1.1 (specify)
2.1.2 clarity of specification _____ very clear _____ quite clear _____ fairly clear _____ obscure _____ very obscure _____ not specified	2.1.2
2.2 Research and Development	2.2
2.2.1 nature of validation and pilot trialling specified	2.2.1 (specify)
2.2.2 nature of learner-based revision specified	2.2.2 (specify)
2.2.3 nature of reference groups, materials and locations involved	2.2.3 (specify)

3. Goals	
3.1 Goals	3.1
3.1.1 general goals	3.1.1
3.1.1.1 nature of general goals the author intends the learner to achieve	3.1.1.1 (specify)
3.1.1.2 type of specification ___ specified ___ not specified	3.1.1.2 
3.1.2 Categories	3.1.2
3.1.2.1 nature of cognitive goals presented in the material: memory, comprehension, application, analysis, synthesis, evaluation	3.1.2.1 (specify)
3.1.2.2 nature of affective goals presented in the material: receiving, responding, valuing, organisation, characterisation	3.1.2.2 (specify)

3.2 Objectives		3.2
3.2.1 specific objectives		3.2.1
	3.2.1.1 nature of specific objectives of each component part, chapter or lesson of the material the author intends the learner to achieve	3.2.1.1 (specify)
	3.2.1.2 type of specification	3.2.1.2
	___ specified	☐
	___ not specified	☐
	3.2.1.3 nature of description	3.2.1.3
	___ stated in behavioural or performance terms	☐
	___ not stated in behavioural or performance terms	☐
3.2.2 category nature of behavioural or performance objectives presented in the material: what a learner must demonstrate to achieve an objective; conditions of the demonstration; and the extent to which a learner's performance relates to behavioural changes		3.2.2 (specify)

4. Contents	
4.1 Characteristics of the material	4.1
4.1.1 forms	4.1.1
component materials included in the package	
_____ readers	☐ set of
_____ textbooks	☐ set of
_____ nonconsumable workbooks	☐ set of
_____ consumable workbooks	☐ set of
_____ nonconsumable activity book or sheets	☐ set of
_____ consumable activity book or sheets	☐ set of
_____ manuals	☐ set of
_____ audio	☐ set of
_____ visual	☐ set of
_____ audiovisual	☐ set of
_____ other	☐ (specify)
4.1.2 reality status	4.1.2
_____ fact	☐
_____ fiction	☐
4.1.3 currency	4.1.3
nature of temporal references	
_____ past (historical)	☐ (specify)

_____ present (contemporary)	☐ (specify)
_____ future (futuristic)	☐ (specify)
4.1.4 semantic emphasis	4.1.4
_____ anthropological	☐
_____ economic	☐
_____ geographical	☐
_____ historical	☐
_____ philosophical	☐
_____ political	☐
_____ psychological	☐
_____ scientific	☐
_____ sociological	☐
_____ social psychological	☐
4.1.5 linguistic characteristics	4.1.5
4.1.5.1 usage	4.1.5.1
_____ first language only	☐
_____ bilingual	☐
_____ second language only	☐
4.1.5.2 nature characteristics of language or languages used	4.1.5.2
4.1.5.3 content	4.1.5.3
_____ standard: uses second language material understood by most world-wide speakers	(specify)

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_____ dialect: uses second language material characteristic of a region	(specify)
_____ culturally charged: uses words or phrases in second language material characteristic of a particular ethnic group that have no equivalents in the language used by other ethnic groups, nor are they translatable	(specify)
_____ unacceptable: uses second language material of unacceptable overall standards in linguistic content (morphology, syntax)	(specify)
4.1.6 language level	4.1.6
4.1.6.1 level	4.1.6.1
_____ beginner: material designed for learners with no or limited experience in the second language	☐
_____ intermediate: material designed for learners with some experience in the second language	☐

			____ advanced: material designed for learners fluent in the second language	☐
		4.1.6.2	characteristics	4.1.6.2 (specify)
4.2	Scope			4.2
	4.2.1	contents		4.2.1
		4.2.1.1	description of contents of learner materials: list of topic, chapter, thematic categories; description of the contents of these categories in detail; relative emphases given to different aspects of the subject matter in quantitative terms	4.2.1.1 (specify)
		4.2.1.2	description of contents of teacher materials: list of topic, chapter, thematic categories; description of the contents of these categories in detail; relative emphases given to different aspects of the subject matter in quantitative terms	4.2.1.2 (specify)

4.2.3	coverage	4.2.3
	4.2.3.1 nature of treatment of material	4.2.3.1
	____ extensive: a variety of short materials	☐
	____ intensive: a few materials treated intensively	☐
	4.2.3.2 clarity of coverage of material	4.2.3.2
	____ very clear	☐
	____ quite clear	☐
	____ fairly clear	☐
	____ obscure	☐
	____ very obscure	☐
	4.2.3.3 number of times material is to be covered	4.2.3.3
	____ once	☐
	____ twice	☐
	____ several times	☐
	4.2.3.4 all material required to be covered for a satisfactory experience	4.2.3.4
	____ yes	☐
	____ no	☐
	4.2.3.5 supplementary materials	4.2.3.5
	4.2.3.5.1 specification	4.2.3.5.1
	____ required	☐
	____ recommended	☐
	____ supplied	☐
	____ not specified	☐
	4.2.3.5.2 nature of description	4.2.3.5.2 (specify)

4.3 Sequence

4.3

4.3.1 order

4.3.1

order in which learners must use the material

_____ based upon chronology

_____ movement from concrete to abstract, increasing complexity or difficulty

_____ breaking down of complex ideas into their component parts

_____ principles of programmed instruction: tasks subdivided into very small steps and sequenced

_____ a developmental view of the learning process: timing student engagement in various learning (cognitive, affective) tasks based on estimates of readiness

4.3.2 entry and exit points

4.3.2

4.3.2.1 starting point within the sequence

4.3.2.1

_____ same for each student

_____ different for each student

4.3.2.2 determination of starting point

4.3.2.2

_____ by learner

_____ by teacher

_____ by material

4.3.2.3 basis for determining starting point

_____ prior knowledge

_____ interests

_____ test scores

_____ other

4.3.2.3

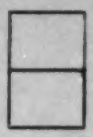
(specify)

4.3.2.4 course within sequence

_____ same for each student

_____ different for each student

4.3.2.4



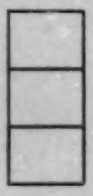
4.3.2.5 determination of the sequence

_____ by learner

_____ by teacher

_____ by material

4.3.2.5



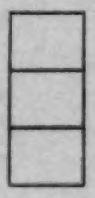
4.3.2.6 basis for determining the sequence

_____ performance on preceding tasks

_____ interests

_____ other

4.3.2.6



(specify)

4.3.2.7 optional sequences available

_____ open-ended alternatives

_____ branching: alternative sequence based upon interests, learning style, flexible objectives, or anticipated difficulties

4.3.2.7

____ recycling: learner assistance by repetition until mastery is achieved	☐
____ not specified	☐

5. Methods	
5.1 Recommendations for use	5.1
5.1.1 nature of description specified	5.1.1
5.1.1.1 teaching methods	5.1.1.1 (specify)
5.1.2 clarity of description of methods	5.1.2
_____ very clear	☐
_____ quite clear	☐
_____ fairly clear	☐
_____ obscure	☐
_____ very obscure	☐
_____ not specified	☐
5.1.3 type of description	5.1.3
_____ comprehensive	☐
_____ not comprehensive	☐
_____ not specified	☐
5.1.4 location of description within the material	5.1.4 (specify)
5.2 Type of learning environment	5.2
5.2.1 location for which the material is designed	5.2.1
_____ classroom	☐
_____ elsewhere	☐ (specify)

5.2.2 activity grouping intended

5.2.2

_____ individual learner

_____ learners arranged in small groups of mixed ability

_____ learners arranged in small groups of similar ability

_____ learners arranged in class groups of mixed ability

_____ learners arranged in class groups of similar ability

_____ learners arranged in groups, but the sizes and abilities of groups unspecified

_____ other (specify)

5.3 Nature of interaction
Contacts prompted in the learning approach adopted

5.3

_____ teacher-to-learner action

_____ resource material-to-learner action

_____ teacher-learner interaction

_____ teacher-learner and learner-learner interaction

_____ resource material-learner interaction

_____ teacher-learner-resource material interaction

5.4 Teacher and learner roles initiation intended

5.4

_____ by learner

_____ by teacher

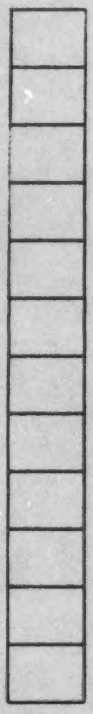
_____ by other (specify)

5.5 Teaching approach

5.5

5.5.1 second language materials: types identified

5.5.1



_____ grammar-translation (indirect) method

_____ cognitive code

_____ direct method

_____ audio-lingual method

_____ audio-visual method

_____ natural approach

_____ total physical response

_____ suggestopedia

_____ the silent way

_____ counselling-learning

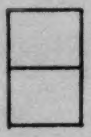
_____ eclectic approach

_____ other (specify)

5.5.2 nature of teaching approach or approaches identified

5.5.2 (specify)

5.6 Learning approach	5.6
5.6.1 types identified	5.6.1
_____ didactic instruction: contents presented to the learner through lecture and verbal presentations	
_____ programmed instruction: tasks subdivided into very small steps and sequenced to minimise errors	
_____ discussion and questioning methods	
_____ practice and drill methods	
_____ viewing, listening, answering methods	
_____ problem-solving, heuristic and discovery methods: helping learners to find out a fact known to the teacher	
_____ inquiry methods: setting a task for learners to solve through their own initiatives	
_____ methods to develop creativeness	
_____ role-playing, simulation and games	
_____ experiential: providing experiences from which learners will learn different things	
_____ eclectic	
5.6.2 nature of learning approach or approaches identified	5.6.2 (specify)

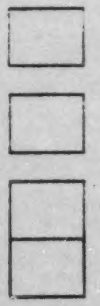
6. Outcomes	
6.1 Responses	6.1
6.1.1 responses	6.1.1
6.1.1.1 nature of intended responses the author expects the learner to express	6.1.1.1 (specify)
6.1.1.2 type of specification ___ specified ___ not specified	6.1.1.2 
6.1.2 categories	6.1.2
6.1.2.1 nature of cognitive responses the author expects the learner to express	6.1.2.1 (specify)
6.1.2.2 nature of affective responses the author expects the learner to express	6.1.2.2 (specify)

6.1.3 method of presentation of material

6.1.3

6.1.3.1 verbal transmission

6.1.3.1



_____ aural (listened to)

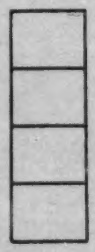
_____ oral (spoken about)

_____ graphic (read)

_____ graphic (written about)

6.1.3.2 non-verbal transmission

6.1.3.2



_____ pictorial

_____ kinesic

_____ tactile

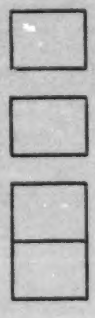
_____ olfactory

6.1.4 method of response to material

6.1.4

6.1.4.1 verbal transmission

6.1.4.1



_____ aural (listened to)

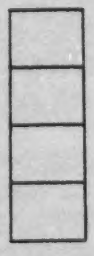
_____ oral (spoken about)

_____ graphic (read)

_____ graphic (written about)

6.1.4.2 non-verbal transmission

6.1.4.2



_____ pictorial

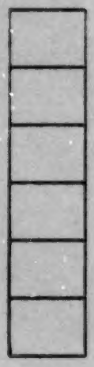
_____ kinesic

_____ tactile

_____ olfactory

6.2 Outcomes	6.2
6.2.1 cognitive	6.2.1
6.2.1.1 second language materials	6.2.1.1
6.2.1.1.1 types of skills predicted through use of the material in instruction	6.2.1.1.1
____ listening	
____ speaking	
____ reading	
____ writing	
6.2.1.1.2 categories nature of skills presented in the material	6.2.1.1.2
6.2.1.1.2.1 configurational sequence	6.2.1.1.2.1
____ sight vocabulary: word recognition	(specify)
____ structural analysis: perception of derived words	(specify)
6.2.1.1.2.2 graphophonic sequence	6.2.1.1.2.2
____ phonics: letter recognition, blending, digraphs	(specify)
____ syllabification	(specify)

6.2.1.1.2.3	syntactic transformations: sentence patterns	6.2.1.1.2.3 (specify)
6.2.1.1.2.4	semantic operators	6.2.1.1.2.4
_____	non-verbal operators: gestural, expressional and situational cues	(specify)
_____	lexical operators: words, phrases and idioms with complex associations and usage rules	(specify)
_____	grammatical operators: syntactic and morphological rules and structures	(specify)
_____	intonational operators: patterns of pitch, stress or juncture	(specify)

6.2.1.2 Bicultural materials	6.2.1.2
6.2.1.2.1 type of skills predicted through use of the material in instruction	6.2.1.2.1
_____ facts	
_____ concepts	
_____ generalisations	
_____ structures	
_____ theories	
_____ major processes	
6.2.1.2.2 categories nature of each skill presented including emphasis, learner uses stated, and attributes within each discipline	6.2.1.2.2
_____ anthropology	(specify)
_____ economics	(specify)
_____ geography	(specify)

_____ history	(specify)
_____ philosophy	(specify)
_____ political science	(specify)
_____ psychology	(specify)
_____ science	(specify)
_____ sociology	(specify)

____ social psychology	(specify)
6.2.2 affective	6.2.2
6.2.2.1 type of value positions predicted through use of the material in instruction	6.2.2.1
____ indoctrination	
____ clarification	
____ analysis	
____ commitment	
6.2.2.2 categories nature of each value position presented, including emphasis, learner uses stated, and attributes within each	6.2.2.2
____ literary themes	(specify)
____ cultural identification	(specify)

_____ motivational attitudes for second language learning	(specify)
_____ cognitive style	(specify)

7. Evaluation	
7.1 Specification	7.1
7.1.1 types of evaluation designs specified	7.1.1
_____ written tests	☐
_____ oral tests	☐
_____ written inventories	☐
_____ oral inventories	☐
_____ written exercises	☐
_____ oral exercises	☐
_____ activities to be assessed by observation	☐
_____ not specified	☐
_____ other	☐ (specify)
7.1.2 nature of evaluation designs specified	7.1.2 (specify)
7.2 Purpose	7.2
types used in student evaluation specified	
_____ achievement	☐
_____ mastery	☐
_____ diagnostic	☐
_____ screening	☐

7.3 Outcomes

7.3

7.3.1 outcomes specified in cognitive tests

7.3.1

_____ knowledge

_____ comprehension

_____ application

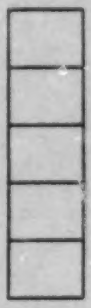
_____ analysis

_____ synthesis

_____ evaluation

7.3.2 outcomes specified in affective inventories

7.3.2



_____ receiving

_____ responding

_____ valuing

_____ organisation

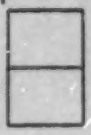
_____ characterisation

7.4 Means

7.4

7.4.1 assessment form applied

7.4.1



_____ criterion-referenced

_____ norm-referenced

7.4.2 type specified

7.4.2

_____ teacher-made

_____ standardised

7.4.3 technique applied	7.4.3
7.4.3.1 objective	7.4.3.1
____ multiple-choice items	☐
____ true-false items	☐
____ simple recall items	☐
____ matching items	☐
____ rank-order items	☐
7.4.3.2 completion	7.4.3.2
____ cloze procedures	☐
7.4.3.3 extended	7.4.3.3
____ short answer procedures	☐
____ essays	☐
7.4.3.4 performance	7.4.3.4
____ rankings	☐
____ checklists	☐
____ rating scales	☐
____ anecdotal records	☐
7.4.4 reporting student evaluation	7.4.4
7.4.4.1 form of tabulation specified	7.4.4.1 (specify)
7.4.4.2 uses of results specified	7.4.4.2 (specify)

8. Contingencies and Congruences	
8.1 Contingencies	8.1
8.1.1 set of materials nature of contingencies between antecedents, transactions and outcomes	8.1.1 (specify)
8.1.2 program nature of contingencies between antecendents, transactions and outcomes	8.1.2 (specify)
8.2 Congruences nature of congruences between program and set of materials	8.2 (specify)

9. Assessment and Recommendations	
9.1 Summary comments	9.1
9.1.1 suitability	9.1.1
9.1.1.1 Material for use with learners from non-English speaking backgrounds for	9.1.1.1
____ continuous bilingual education	☐
____ initial bilingual education	☐
____ community language education	☐
____ bicultural education	☐
9.1.1.2 Material for use with all learners for	9.1.1.2
____ bilingual education	☐
____ community language education	☐
____ bicultural education	☐
9.1.2 additional assessments	9.1.2 (specify)

CRITERIA FOR THE EVALUATION OF RESOURCE MATERIALS

DESCRIPTORS

Background Characteristics in General Contexts

Evaluator's Form

10.	Background Characteristics	
10.1	Policies	
10.1.1	The Community	
	Success in use with the resource material is likely in communities with the following characteristics	
10.1.1.1	Type and size	
	____ urban (above 100 000 people)	☐
	____ suburban (above 100 000 people)	☐
	____ urban (25 000 to 100 000 people)	☐
	____ suburban (25 000 to 100 000 people)	☐
	____ urban (1000 to 25 000 people)	☐
	____ urban (below 1000 people)	☐
	____ rural	☐
10.1.1.2	Socio-economic stratification	
	____ professional, technical and related workers	☐
	____ administrative, executive, managerial workers	☐
	____ clerical and related workers	☐

____ sales workers

____ craftsmen, foremen and related workers

____ production-process and related workers

____ laborers (non-farm)

____ private household workers

____ other service workers

____ farm owners and managers

____ farm laborers and foremen

10.1.1.2.1 Social mobility: degree of social mobility in the community

____ mobile

____ static

____ both mobile and static

10.1.1.2.2 Attitudes in the community

____ conservative

____ liberal

____ radical

10.1.1.3 Ethnic composition

____ Australia

____ Austria

____ Britain

____ Czechoslovakia

____ Germany (German Democratic Republic and Federal Republic of Germany)

____ Greece

____ Hungary

____ Italy

____ Netherlands

____ Poland

____ Yugoslavia

____ other (specify)

10.1.1.3.1 Ethnic communities: success dependent upon support from ethnic communities

____ yes

____ no

10.1.1.3.2 Community conflict
Likelihood of materials causing conflict between Anglo-Australians and an immigrant group.

____ unlikely

____ possibly

____ likely

10.2 Educational Practices

10.2.1 Schooling and the School

10.2.1.1 Student body

10.2.1.1.1 Characteristics
Nature of learner characteristics for success with the resource material.

10.2.1.1.1.1 Socio-economic level

____ upper

____ middle

____ lower

10.2.1.1.1.2 Social characteristics (specify)

10.2.1.1.1.3 Ethnic characteristics (specify)

10.2.1.1.2 Groupings:
size of activity groupings for success with the resource material

___ individual learner ☐

___ learners arranged in small groups of mixed ability ☐

___ learners arranged in small groups of similar ability ☐

___ learners arranged in class groups of mixed ability ☐

___ learners arranged in class groups of similar ability ☐

___ learners arranged in groups, but the sizes and abilities of groups unspecified ☐

___ other ☐ (specify)

10.2.1.2 Purpose
Purpose to which the resource material best relates.

____ general education ☐
____ preparation for further education ☐
____ training in specific skills ☐

10.2.1 Curriculum

10.2.1.3.1 Organization
Types of organization in which the resource material would be successful.

____ separate subject areas ☐
____ integrated approach across subject area lines ☐
____ study by major topics ☐

10.2.1.3.2 Immigrant education
Relationship between this resource material and other resource materials used in K-12 immigrant education curriculum.

____ well related ☐
____ somewhat related ☐
____ unrelated ☐

10.2.2 Resources

10.2.2.1 Staff
Personnel important for successful use of this resource material.

____ art ☐
____ commercial subjects ☐
____ English ☐

___ home arts and crafts

___ mathematics

___ modern languages

___ music

___ physical education

___ sciences

___ social sciences

___ technical subjects

___ guidance

___ media

___ special education

___ student counsellor

___ aide

___ outside volunteer

___ administrative position

___ other (specify)

10.2.2.2 Space

Amount of space to conduct class activities when using this resource material.

___ normal space

___ moderately more than normal space

___ a great deal of space

10.2.2.3 Facilities

Facilities needed when using this resource material.

___ classroom display

___ school library

___ audiovisual service

___ no facilities needed

___ other (specify)

10.2.2.4 Equipment

Equipment needed when using this resource material.

___ language laboratories

___ tape and cassette recorders

___ record players

___ television sets

___ radio receivers

___ overhead projectors

___ slide projectors

___ strip projectors

___ movie projectors

___ epidiascopes

___ no equipment needed

___ other (specify)

10.3	Program Practices	
10.3.1	The Teachers : a teacher experiencing success with this resource material is likely to show the following characteristics	
10.3.1.1	Cultural characteristics	
10.3.1.1.1	Cultural background	(specify)
10.3.1.1.2	Cultural attitudes	(specify)
10.3.1.2	Language skills: teacher's level of competency for instructional use of this resource material	
10.3.1.2.1	Extent of understanding a conversation in the second language	
	____ yes, very well	
	____ yes, quite well	
	____ yes, a little	
	____ yes, but only poorly	
	____ no, not at all	

10.3.1.2.2 Extent of taking part in a conversation in the second language

____ yes, very well

____ yes, quite well

____ yes, a little

____ yes, but only poorly

____ no, not at all

10.3.1.2.3 Extent of reading in the second langauge

____ yes, very well

____ yes, quite well

____ yes, a little

____ yes, but only poorly

____ no, not at all

10.3.1.2.4 Extent of writing in the second language

____ yes, very well

____ yes, quite well

____ yes, a little

____ yes, but only poorly

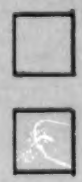
____ no, not at all

10.3.1.3 Teacher training and experience

10.3.1.3.1 Teacher training extent of in-service training necessary to teach this resource material successfully

____ very extensive training necessary

____ quite extensive training necessary



	___ slight training necessary	☐
	___ little training necessary	☐
	___ no training necessary	☐
10.3.1.3.2	Teaching experience extent of teaching experience to teach this resource material successfully	
	___ very extensive experience necessary	☐
	___ quite extensive experience necessary	☐
	___ slight experience necessary	☐
	___ little experience necessary	☐
	___ no experience necessary	☐
10.3.1.4	Approach to teaching approach adopted by teacher most appropriate for success in using this resource material	
	___ strong attachment to orderly procedures	☐
	___ attachment to orderly procedures	☐
	___ attachment to both orderly and flexible procedures	☐
	___ attachment to flexible procedures	☐
	___ strong attachment to flexible procedures	☐
10.3.2	The Learners: a learner experiencing success with this resource material is likely to show the following characteristics	
10.3.2.1	Cultural characteristics	
10.3.2.1.1	Cultural background	(specify)

10.3.2.1.2	Cultural attitudes	(specify)
10.3.2.2	Language characteristics: language background	(specify)
10.3.2.3	**Abilities**	
10.3.2.3.1	Cognitive domain : areas in which the learner should show competence to use this resource material successfully	
	___ knowledge	☐
	___ comprehension	☐
	___ application	☐
	___ analysis	☐
	___ synthesis	☐
	___ evaluation	☐
10.3.2.3.2	Affective domain: the effect of success with this resource material upon the learner's attitudes	
10.3.2.3.2.1	Toward self	
	___ definitely not make a difference	☐
	___ unlikely to make a difference	☐
	___ no identifiable difference	☐

___ likely to make a difference ☐

___ definitely will make a difference ☐

10.3.2.3.2.2 Toward others

___ definitely not make a difference ☐

___ unlikely to make a difference ☐

___ no identifiable difference ☐

___ likely to make a difference ☐

___ definitely will make a difference ☐

10.3.2.3.2.3 Toward change

___ definitely not make a difference ☐

___ unlikely to make a difference ☐

___ no identifiable difference ☐

___ likely to make a difference ☐

___ definitely will make a difference ☐

CRITERIA FOR THE EVALUATION OF RESOURCE MATERIALS

DESCRIPTORS

DECISION MAKING IN A SPECIFIC CONTEXT

USER'S FORM

Decision Making Characteristics		
1.	Contextual Constraints	
1.1	Policies	
1.1.1	The Community: characteristics of the school's local community	
1.1.1.1	Type and size	
	____ urban (above 100 000 people)	☐
	____ suburban (above 100 000 people)	☐
	____ urban (25 000 to 100 000 people)	☐
	____ suburban (25 000 to 100 000 people)	☐
	____ urban (1000 to 25 000 people)	☐
	____ urban (below 1000 people)	☐
	____ rural	☐
1.1.1.2	Socio-economic stratification	
	____ professional, technical and related workers	☐
	____ administrative, executive, managerial workers	☐
	____ clerical and related workers	☐
	____ sales workers	☐
	____ craftsmen, foremen and related workers	☐

___ laborers (non-farm)

___ private household workers

___ other service workers

___ farm owners and managers

___ farm laborers and foremen

1.1.1.3 Ethnic com position

___ Australia

___ Austria

___ Britain

___ Czechoslovakia

___ Germany (German Democratic Republic and Federal Republic of Germany)

___ Greece

___ Hungary

___ Italy

___ Netherlands

___ Poland

___ Yugoslavia

___ other (specify)

1.1.1.4	Ethnic Groups: connections with the school	
1.1.1.4.1	relationships with the school	(specify)
1.1.1.4.2	attitudes towards the school	(specify)
1.1.1.4.3	support for successful implementation of this resource material	(specify)
1.1.2	Governmental Policies	
1.1.2.1	Inputs Inputs involve demands and supports from the environment to the policital system thereby affecting governmental policies.	
1.1.2.1.1	Demands Demands are inputs lobbied by an interest group. Select the types of demands concerned with resource materials for immigrant education made directly or indirectly by the school. Specify the nature and extent of each demand selected.	

____ allocation of resource materials to the school	(specify)
____ allocation of services to provide resource materials to the school	(specify)
____ regulation of distribution of resource materials to the school	(specify)
____ participation in the selection of resource materials for use in the school	(specify)

____ communication of information concerning the provision, distribution and selection of resource materials for use in the school (specify)

1.1.2.1.2 Supports

Supports provide resources which enable a government to carry out demands.

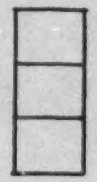
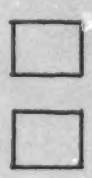
Select the types of supports concerned with resource materials for immigrant education made directly or indirectly by the school. Specify the nature and extent of each support selected.

____ provision of resource materials to use in the school in response to government policy (specify)

____ deference by school personnel to regulations concerning provision, distribution and selection of resource materials for use in the school (specify)

	____ participatory support given by school personnel to provision, distribution and selection of resource materials for use in the school	(specify)
	____ attention paid by school personnel to government communications regarding resource materials for use in the school	(specify)
1.1.2.2	Outputs Outputs involve transactions from the political system to the social environment which may or may not be in response to demands. Select the types of outputs concerned with resource materials for immigrant education made directly or indirectly to the school. Specify the nature and extent of each output selected.	
	____ extractive output: provision of finances through government grants for purchase of resource materials for use in the school	(specify)

____ regulatory output: specifications regulating uses to which resource materials may be put in the school	(specify)
____ allocative output: processes for distribution of resource materials for use in the school	(specify)
____ symbolic output: governmental statements of policy concerning resource materials for use in the school	(specify)

1.2	Educational Practices	
1.2.1	Schooling and the school	
1.2.1.1	Student body	
1.2.1.1.1	Characteristics Nature of learners who are using, or intend to use, this resource material.	
1.2.1.1.1.1	Socio-economic level ___ upper ___ middle ___ lower	
1.2.1.1.1.2	Social characteristics	(specify)
1.2.1.1.1.3	Ethnic characteristics	(specify)
1.2.1.1.2	Groupings Size of activity groupings using, or intending to use, the resource material. ___ individual learner ___ learners arranged in small groups of mixed ability	

___ learners arranged in small groups of similar ability ☐

___ learners arranged in class groups of mixed ability ☐

___ learners arranged in class groups of similar ability ☐

___ learners arranged in groups, but the sizes and abilities of groups unspecified ☐

___ other ☐ (specify)

1.2.1.2 Purpose

Purpose for which the resource material is being used, or intended to be used, in the school.

___ general education ☐

___ preparation for further education ☐

___ training in specific skills ☐

1.2.1.3 Curriculum

1.2.1.3.1 Organization

Types of organization in which the resource material is being used, or intended to be used, in the school.

___ separate subject areas ☐

___ integrated approach across subject area lines ☐

___ study by major topics ☐

1.2.1.3.2 Immigrant education: position of immigrant education within the school's curriculum

(specify)

1.2.1.4 Schedule

1.2.1.4.1 Length of school year: characteristics in terms of weeks of continuous instruction in the school

(specify)

1.2.1.4.2 Divisions of the year in the school timetable.

____ single lesson

____ unit or mini-course

____ term

____ semester

____ year-long course

____ other

(specify)

1.2.1.5 Developmental activities
Activities and their support to which teachers using, or intending to use, this resource material have attended. Specify the relationship, if any, of the activity to the immigrant education program offered by the school.

1.2.1.5.1 Inservice teacher development

____ programs run by the Centre for Continuing Education of Teachers (specify)

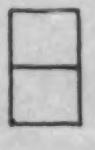
____ senior staff development program (specify)

1.2.1.5.2 Curriculum and staff development

____ regional and state drawn activities (specify)

____ school improvement projects (specify)

____ schools exchange and travel scheme	(specify)
____ parents and teachers activities	(specify)
____ school-based activities	(specify)
____ professional conferences	(specify)

	___ minor fellowships	(specify)
1.2.1.5.3	Support for developmental activities granted ___ relief teachers ___ reimbursement of expenses	
1.2.1.6	Evaluation and reporting	
1.2.1.6.1	Reporting Student performance Nature and extent of evaluation and reporting of performance by learners in relation to their use of this resource material in the school.	(specify)
1.2.1.6.2	Curriculum evaluation Nature and extent of evaluation and reporting of this resource material in relation to other resource materials being used in the K-12 curriculum in the school.	(specify)

1.2.2 Resources

1.2.2.1 Staff
Personnel important for successful use, or intended use, of this resource material in the school.

____ art

____ commercial subjects

____ English

____ home arts and crafts

____ mathematics

____ modern languages

____ music

____ physical education

____ sciences

____ social sciences

____ technical subjects

____ guidance

____ media

____ special education

____ student counsellor

____ aide

____ outside volurteer

____ administrative position

____ other

(specify)

1.2.2.2 Space

Amount of space to conduct class activities when using or intending to use this resource material in the school.

___ normal space

___ moderately more than normal space

___ a great deal of space

1.2.2.3 Facilities

Facilities needed when using or intending to use this resource material in the school.

___ classroom display

___ school library

___ audiovisual service

___ no facilities needed

___ other (specify)

1.2.2.4 Equipment

Equipment needed when using or intending to use this resource material in the school.

___ language laboratories

___ tape and cassette recorders

___ record-players

___ television sets

___ radio receivers

___ overhead projectors

___ slide projectors

___ strip projectors

___ movie projectors

___ epidiascopes

___ no equipment needed

___ other (specify)

1.2.2.5 Community involvement
Bodies or activities that have been involved in the use of this resource material in the school.

___ co-operating institutions (e.g. churches, civic organizations, etc.)

___ specialists (e.g. community leaders, parents, etc.)

___ extra-curricular activities

___ other (specify)

1.2.2.6 Budget
Characteristics of budgeting priority in implementing, or continuing use, if implemented, of this resource material in the school. (specify)

1.2.3 Administration

1.2.3.1 Contract regulations for immigrant education teaching staff.
Conditions that apply to personnel in the school.

(specify)

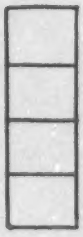
1.2.3.2 Additional activities for teaching staff
Select those arrangements that apply to teachers of immigrant education in the school.

____ arrangements concerning materials review

____ trial use of materials

____ program planning

____ other



(specify)

1.2.3.3 Public involvement in school decisions
Involvement that effects the immigrant education program in the school.

(specify)

1.3	Program Practices	
1.3.1	The Instructional Programs	
1.3.1.1	Overall program of instruction: description of the design of the programs in the school	(specify)
1.3.1.2	Immigrant education components of the program: description of design of immigrant education program in the school	(specify)
1.3.1.3	Congruences between overall program and immigrant education components of the program.	(specify)
1.3.2	The Teachers Characteristics shown by a teacher experiencing success with this resource material in the school.	

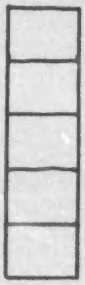
1.3.2.1 Cultural characteristics.

1.3.2.1.1 Cultural background. (specify)

1.3.2.1.2 Cultural attitudes. (specify)

1.3.2.2 Language skills
The levels of competency a teacher must have reached for successful instructional use of this resource material in the school.

1.3.2.2.1 Extent of understanding a conversation in the second language



____ yes, very well

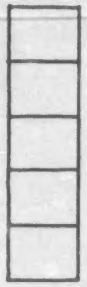
____ yes, quite well

____ yes, a little

____ yes, but only poorly

____ no, not at all

1.3.2.2.2 Extent of taking part in a conversation in the second language



____ yes, very well

____ yes, quite well

____ yes, a little

____ yes, but only poorly

____ no, not at all

1.3.2.2.3 Extent of reading in the second language

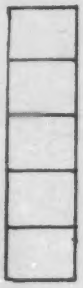
____ yes, very well

____ yes, quite well

____ yes, a little

____ yes, but only poorly

____ no, not at all



1.3.2.2.4 Extent of writing in the second language

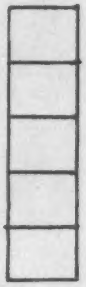
____ yes, very well

____ yes, quite well

____ yes, a little

____ yes, but only poorly

____ no, not at all



1.3.2.3 Teacher training and experience

1.3.2.3.1 Teacher training
Extent of in-service training necessary to teach this resource material successfully in the school.

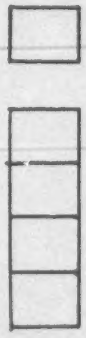
____ very extensive training necessary

____ quite extensive training necessary

____ slight training necessary

____ little training necessary

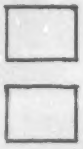
____ no training necessary



1.3.2.3.2 Teaching experience
Extent of teaching experience necessary to teach this resource material successfully in the school.

____ very extensive experience necessary

____ quite extensive experience necessary



	____ slight experience necessary	
	____ little experience necessary	
	____ no experience necessary	
1.3.2.4	Approach to teaching Approach adopted by the teacher appropriate for achieving success in using this resource material in the school.	
	____ strong attachment to orderly procedures	
	____ attachment to orderly procedures	
	____ attachment to both orderly and flexible procedures	
	____ attachment to flexible procedures	
	____ strong attachment to flexible procedures	
1.3.3	The Learners Characteristics shown by a learner experiencing success with this resource material in the school.	
1.3.3.1	Cultural characteristics	
1.3.3.1.1	Cultural background	(specify)
1.3.3.1.2	Cultural attitudes	(specify)

1.3.3.2 Language characteristics: language background (specify)

1.3.3.3 Abilities

1.3.3.3.1 Cognitive domain
Areas in which a learner should show competence to use this resource material successfully in the school.

____ knowledge

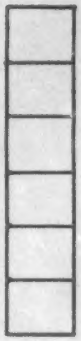
____ comprehension

____ application

____ analysis

____ synthesis

____ evaluation



1.3.3.3.2 Affective domain:
the effects of success with this resource material in the school upon a learner's attitudes

1.3.3.3.2 Toward self

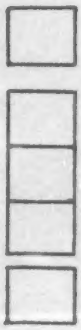
____ definitely not make a difference

____ unlikely to make a difference

____ no identifiable difference

____ likely to make a difference

____ definitely will make a difference



1.3.3.3.2.2 Toward others

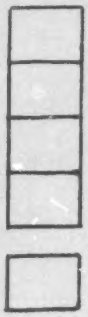
____ definitely not make a difference

____ unlikely to make a difference

____ no identifiable difference

____ likely to make a difference

____ definitely will make a difference



1.3.3.3.2.3 Toward change

____ definitely not make a difference

____ unlikely to make a difference

____ no identifiable difference

____ likely to make a difference

____ definitely will make a difference

2. Decision Issues

2.1 Alternative courses
Select those courses, users of resource materials for immigrant education programs in the school have decided to adopt, or are likely to adopt.

____ continue to use existing resource materials in existing programs

____ select and purchase resource materials best suited to pupil population characteristics, teacher characteristics and overall approach to instruction

___ develop resource materials locally, regionally, or at a state level ☐

___ carry out in-service training of personnel in the use of resource materials and implementation of immigrant education programs ☐

___ carry out broader curriculum development and support activities for immigrant education programs ☐

2.2 Alternative courses and this resource material

Select the course which best fits the use to which this resource material is put, or is likely to be put in the school's immigrant education program.

___ continue to use existing resource materials in existing programs ☐

___ select and purchase resource materials best suited to pupil population characteristics and overall approach to instruction ☐

___ develop resource materials locally, regionally, or at a state level ☐

___ carry out in-service training of personnel in the use of resource materials and implementation of immigrant education programs ☐

___ carry out broader curriculum development and support activities for immigrant education programs ☐

2.3 Congruence in use

Specify congruences between the course adopted, or to be adopted, and the course which best fits the use to which this resource material is put, or is likely to be put, in the school's immigrant education program.

(specify)

(over)

3. Implementation Strategies

3.1 The Resource Material

3.1.1 Strategy pattern
Nature of pattern of strategy use specified by the author. (specify)

3.1.2 Effectiveness

3.1.2.1 Extent of effectiveness
Extent to which the resource material could be taught in the school given the author's pattern of strategy use has been adopted, or is likely to be adopted.

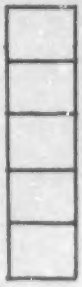
____ yes, without any modifications

____ yes, with minor modifications

____ yes, with some modifications

____ yes, with major modifications

____ no, not on any account



3.1.2.2 Nature of modifications
Describe the nature and extent of any modifications. (specify)
(over)

3.2 The Program

3.2.1 Teaching approach

3.2.1.1 Teaching approach for second language instruction
Select the teaching approach or approaches most appropriate to implementation of this resource material in the immigrant education program in the school.

____ grammar-translation (indirect) method

____ cognitive code

____ direct method

____ audio-lingual method

____ audio-visual method

____ natural approach

____ total physical response

____ suggestopedia

____ the silent way

____ counseling- learning

____ eclectic approach

____ other (specify)

3.2.2 Learning approach

3.2.2.1 Nature

Select the learning approach or approaches most appropriate to implementation of this resource material in the immigrant education program in the school.

___ didactic instruction: contents presented to the learner through lecture and verbal presentations ☐

___ programmed instruction: tasks subdivided into very small steps and sequenced to minimize errors ☐

___ discussion and questioning methods ☐

___ practice and drill methods ☐

___ viewing, listening, answering methods ☐

___ problem-solving, heuristic and discovery methods: helping learners to find out a fact known to the teacher ☐

___ inquiry methods: setting a task for learners to solve through their own initiatives ☐

___ methods to develop creativeness

___ role-playing, simulation and games ☐

___ experiential: providing experiences from which learners will learn different things ☐

___ eclectic ☐

3.2.2.2 Characteristics

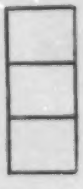
Major characteristics of the learning approach in which this resource material is to be, or will be, used.

(specify)

3.2.2.3 Student activity

___ all students active

___ some students active, whilst other students passive



___ ranges from passive to active according to the student activity engaged

___ all students passive

___ other

(specify)

3.2.2.4 Teacher activity (specify)

3.2.2.5 Nature of interaction
Contacts prompted in the learning approach adopted, or to be adopted.

____ teacher-to-learner action ☐

____ resource material-to-learner action ☐

____ teacher-learner interaction ☐

____ teacher-learner and learner-learner interaction ☐

____ resource material-learner interaction ☐

____ teacher-learner-resource material interaction ☐

4.	Summary of Decision Issues	
4.1	Contextual constraints Summarize factors that have been taken into account, or will need to be taken into account, in selecting an alternative course, or alternative courses, for using this resource material in the school.	(specify)
4.2	Decision issues Summarize factors that have been taken into account or will need to be taken into account, in establishing congruence between the use of this resource material and an alternative course, or alternative courses, adopted, or to be adopted, in the school.	(specify)

4.3	Implementation strategies Summarize factors that have been taken into account, or will need to be taken into account, in establishing congruence between an alternative course or alternative courses adopted, or to be adopted, and the implementation strategy adopted, or to be adopted, for using this resource material in the school.	(specify)
4.4	Summary Summarize the cases in favour and in opposition to the use, or intended use, of this resource material in the school in terms of constraints, possible patterns of use and implementation strategies outlined.	(specify)

4.5

Status in use
State the present status of use for this resource material in the immigrant education program in the school.

____ presently adopted

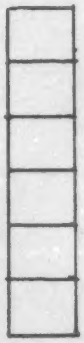
____ definitely to be adopted

____ likely to be adopted

____ possibly to be adopted

____ unlikely to be adopted

____ definitely not to be adopted



ANNOTATIONS

CRITERIA FOR THE EVALUATION OF RESOURCE MATERIALS

EVALUATOR'S FORM

1.1	Title	1.1
1.2	Author or authors, developer or developers	1.2
1.3	Publisher, Distributor	1.3
1.4	Address of Publisher, Distributor	1.4
1.5	Year of copyright	1.5
1.6	Material medium or media	1.6
	_____ print	☐ set of
	_____ transparencies	☐ set of
	_____ pictures (magnet board, flannelgraph board, plastigraph)	☐ set of
	_____ posters (wall display)	☐ set of
	_____ games	☐ set of
	_____ puzzles	☐ set of
	_____ sentence makers	☐ set of
	_____ flashcards	☐ set of
	_____ slides (epidiascope)	☐ set of
	_____ filmstrips (epidiascope)	☐ set of
	_____ slides (projector)	☐ set of
	_____ filmstrips (projector)	☐ set of
	_____ films	☐ set of
	_____ audiocassettes	☐ set of
	_____ records	☐ set of
	_____ videocassettes	☐ set of
	_____ other	☐ (specify)

1.7 Components

composite list of subtitles of component parts

1.7

1.8 Subject area or areas

_____ commercial studies

_____ computer science

_____ early childhood

_____ general ability

_____ home economics

_____ language arts

_____ mathematics

_____ music

_____ natural sciences

_____ physical education

_____ religious education

_____ second languages

_____ social sciences

_____ special education

_____ technology

_____ other

1.8 ☐ (specify)

1.9 Curriculum role — 1.9 ☐☐

_____ basic

_____ supplementary

1.10 Grade levels or age groups — 1.10

1.10.1 as indicated by author or publisher — 1.10.1

1.10.2 as indicated by analyst — 1.10.2

1.11 Academic status specified — 1.11 ☐☐☐☐☐

_____ gifted

_____ average

_____ slow learner

_____ all learners

_____ not specified

1.12 Educational time block specified — 1.12 ☐☐☐☐☐☐

_____ single lesson

_____ unit or mini-course

_____ semester or term

_____ year-long course

_____ other (specify)

_____ not specified

1.13 Population characteristics specified — 1.13 (specify)

1.14 Source

1.14

____ Material developed abroad without adaption for use in Australia. ☐

____ Material translated from English into the second language without adaption. ☐

____ Material translated and rewritten in the second language so as to be more suitable for the target population. ☐

____ Material written especially for ethnic Australian needs. ☐

____ other ☐ (specify)

1.15 Physical description

1.15

1.15.1 characteristics of physical description

1.15.1 (specify)

1.15.2 aesthetic quality of presentation

1.15.2

____ excellent quality ☐

____ good quality ☐

____ fair quality ☐

____ poor quality ☐

____ very poor quality ☐

1.15.3 technical quality of presentation

1.15.3

____ excellent quality ☐

____ good quality ☐

____ fair quality ☐

____ poor quality ☐

____ very poor quality ☐

1.16 Linguistic characteristics

1.16

1.16.1 usage

1.16.1

_____ first language only

☐

_____ bilingual

☐

_____ second language only

☐

1.16.2 nature characteristics of language or languages used

1.16.2 (specify)

1.16.3 content

1.16.3

_____ standard: uses second language material understood by most world-wide speakers

☐

_____ dialect: uses second language material characteristic of a region

☐

_____ culturally charged: uses words or phrases in second language material characteristic of a particular ethnic group that have no equivalents in the language used by other ethnic groups, nor are they translatable

☐

_____ unacceptable: uses second language material of unacceptable overall standards in linguistic content (morphology, syntax)

☐

1.17 Language level		1.17
1.17.1 level		1.17.1
	____ beginner: material designed for learners with no or limited experience in the second language	☐
	____ intermediate: material designed for learners with some experience in the second language	☐
	____ advanced: material designed for learners fluent in the second language	☐
1.17.2 characteristics		1.17.2 (specify)
1.18 Contents		1.18
1.18.1 description of contents of learner materials: list of topic, chapter, thematic categories; description of the contents of these categories in detail; relative emphases given to different aspects of the subject matter in quantitative terms		1.18.1 (specify)
1.18.2 description of contents of teacher materials: list of topic, chapter, thematic categories; description of the contents of these categories in detail; relative emphases given to different aspects of the subject matter in quantitative terms		1.18.2 (specify)